



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins

Lesson #: 1

Facet: Application

Grade Level: 9-10

Numbers of Days: 2

Topic: English

PART I:

Objectives

Student will understand that

Themes and historical context intertwine and effect the story.

Student will know

What the world was like when these characters would have lived. They will also understand the connections to his own world (about two centuries later) that Shakespeare uses in the piece.
(See content notes below)

Student will be able to do

Students will exhibit an understanding of the historical context of Romeo and Juliet.

Product: Digital newspaper.

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Rationale:

We will be discussing how the historical context effects the themes, and begin to analyze the themes in this way.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will be asked to trace their hands and write in each finger something they learned about the historical context of Romeo and Juliet that day. **(Rethink)**

Section II – timely feedback for products (self, peer, teacher)

Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. **(Revise/Refine)** I will consider their personal grading, and use the same rubric to score them. **(Revise/Refine)**

Summative (Assessment of Learning):

Digital newspaper: Student's will collaborate on a newspaper from the time when Romeo and Juliet lived. They will do this using the collaborative abilities of googledocs.

Integration**Technology:**

The collaborative abilities of googledocs will allow students to put together one newspaper and share ideas.

Content Areas:

History: This lesson will focus heavily on how the historical context of the story to dig into the themes, and have a deeper understanding of the piece.

Physical education/Health: Dancing.

Groupings**Section I - Graphic Organizer & Cooperative Learning used during instruction**

The students will be receiving a KWL chart. They will use this to discuss what they know about the Italian renaissance, what they would like to know (especially in reference to the story), and, at the end of the lesson, what they learned about the subject. They will be put into groups to put together an informational poster on an assigned topic relating to the time, to begin educating the class during the gallery walk.

Section II – Groups and Roles for Product

Students will be put into groups of three to make their poster, then to put together their newspaper. They will have to work collaboratively in order to complete both of these tasks.

Differentiated Instruction**MI Strategies**

(Verbal): The topic posters will allow students to write out and explain their information verbally to other groups.

(Visual): Visual learners will benefit from the KWL organizer, which will allow them to clearly draw out their knowl- edge of the historical context of Romeo and Juliet, what they want to learn, and how much knowledge they have gain afterward.

(Kinesthetic): The students will be able to walk around the room, viewing the information that the other students have compiled about the Elizabethan era, moving and interacting with the information.

(Musical): Students will choose a musical piece from the era to play while their spokesperson explains their poster to the gallery walkers.

(Interpersonal): The gallery walk and gathering information for their piece of the era will involve a lot of interaction between peers.

(Intrapersonal): Students will be given a period of five minutes to research their topic silently while sitting with their group before discussing it with each other.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room.

Extensions

Type II technology:

Students will be using the collaborative abilities of googledocs to create a newspaper together on the times of Romeo and Juliet.

Gifted Students:

Gifted students will have the option to choose harder subjects, on which there is significantly less information that needs to be stretched over a whole article, or a significantly more that needs to be synthesized.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Markers

Butcher paper

iTunes- you.

Graphic Organizer

<http://www.youtube.com/watch?v=6S6IJWilpx4> - Trailer of movie.

Source for Lesson Plan and Research

List all URL and describe.

<http://k-js-romeo-and-juliet-space.wikispaces.com/Setting+-+Renaissance+Italy> -Information on the era in which the characters lived.

<http://www.youtube.com/watch?v=Vh1phHPsZb0> - Example of renaissance dancing.

<http://www.bookrags.com/studyguide-romeojuliet/hist.html> - More information on the Italian renaissance.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Day One:

- *Hook:* Showing and discussing the trailer for the Baz Luhrman movie *Romeo +Juliet*. Students will begin to see and talk about how the story can relate to the modern day, even when the language is not modern. (10 minutes)
- *Graphic organizer and class discussion:* KWL chart discussing what they already know about this time period, what they would like to learn, and, after the lesson, what they have learned. (10 minutes)
- *Group work:* Students will be put into groups of 3, they will be given an aspect of the Italian renaissance to study. They will compile what they find onto a poster, which will be hung in the room.(10 minutes)
- *Gallery Walk:* Students will walk around the room, viewing other posters. The time they spend at each poster will be determined by the length of the Italian Renaissance song playing at the time. While doing this, they will be filling in the “what I learned” portion of the KWL chart.(10 minutes)
- *Debrief:* Discuss the “L.” Separate students into new groups of three to work on newspaper. (10 minutes)

Day Two:

- *Renaissance dancing and music:* We will spend this class period learning Renaissance dance, learning about Renaissance music, and looking at them in reference to the play.

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

Room arrangement:

The room will be arranged into tables of three, for the activity requires groups this size, there will be a good amount of space around the outside of the room for the gallery walk. On day two we will have to move desks to outer side of the room for dancing.

Students will understand that the themes and historical context intertwine and effect the story. Learning to make these connections and how to separate what is necessary from what is not necessary is important because students do this in their everyday lives, especially in other classes. The hook, watching the trailer for the Baz Luhrman visual modernization, *Romeo + Juliet*, will start student thinking about in what ways the era that the piece takes place in is important to the story as a whole, and in what ways the ideas are timeless, this will be discussed after watching the trailer. After this lesson, students will understand the importance of the historical context of a piece, as it hugely affects the themes, and every event and characterization in the story.

Where, Why, What, Hook MI Tailor's: Interpersonal, logical, verbal, visual

Students will be given KWL charts to discuss what they already know about the topic, what they would like to know by the end of the lesson, and, once the lesson does end, the learning that they have gained. They will use cooperative learning both to create their poster for the gallery walk, and to create their newspaper, in both of these situations they will have to talk extensively with each other, but they will also be given time to work alone on their individual research and articles.

Equip, Explore, Rethink, and MI Tailor's: Interpersonal, intrapersonal, verbal, spatial, kinesthetic, musical.

Students will be able to work in an assigned group to find information on their topic for the gallery walk. They will quickly put together an interesting poster highlighting the facts that they found in their research so that they rest of the class can take notes on and gain that knowledge. They will be asked to do the same type of collaborative work on the formative assessment, as they will be working in different assigned groups of three to create a newspaper for Verona, Italy during the 1300's. Before leaving the classroom, they will be asked to trace their hands and fill each finger in with something that they have learned (from their "what I have learned" section in the KWL).

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, Visual, Interpersonal, Intrapersonal.

Students will be assessed for their work within the group by what I see, and information given in anonymous peer evaluations within groups. They will then use a rubric to grade their newspaper, which I will take into consideration while using to same rubric to assess it myself. Their final product will give me a good idea of their understanding of the historical context of the piece.

Evaluate, Tailors: Intrapersonal, interpersonal, verbal.

Content Notes

Students will know.....

The historical context of *Romeo and Juliet*. They will understand that the social status of the characters effect their relationships. They will know how Juliet's gender influences her decisions, and her entire life's direction. They would understand that women were viewed mostly as property, while wealthy men, like Romeo, were educated and expected to excel in every respect in every subject. They were tutored in art, music, literature, athletics, and politics, while girls were solely expected to marry, take care of the house, and bare children.

Literacy was more common in the higher classes, but was becoming more common all over. Also, personal growth and credit was becoming more important to people.

Clothing and color of clothing were huge in signaling ones place in society. Fashion was very important in this respect, though people of lower classes did try to follow the upper class trends. Hygiene was not very important, and water was considered unclean as the plague had just ravaged Eurasia.

Most marriages were arranged, as was Juliet's to Paris. Girls had little to no say in this, they were expected to marry young and to the highest bidder. They often didn't even know the person they were going to marry until the actual wedding day. They were also often kept in their family houses, unless they were accompanied by chaperones. Boys did not have these restrictions. Music was heavily influenced by the church, but secular music was on the rise.

Handouts

KWL Chart

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will have the opportunity to logically work through topics of the time to gain a deeper understanding of the piece.

Microscope: The microscope student will enjoy being able to really analyze the historical context of the story to connect it to the characters and events.

Puppy: The puppy student will be able to discuss the topics in a comfortable, gallery walk setting.

Beach Ball: The beach ball student will enjoy the ability to write their own article, focusing on whatever they want, that applies to their topic.

Rationale: The group work especially will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the historical context..

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will create handprints to tell me what they have learned from class.

Summative:

Newspaper: Students will write a newspaper within small groups in order to explain what they have learned about their particular topic, and in reference to the social context of the time.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: Students will begin to understand the Italian renaissance and how the characters would have lived. They will also understand how these things effect the events and characters in the piece.

MLR or CCSS:

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Facet: Application

Rationale: Students will apply their learning about the time period to the piece, and to the writing of their newspapers.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Type II Technology: Students will be creating a newspaper from the time. They will use the collaborative abilities of googledocs to do this as a group, and incorporate visual media.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate visual, digital media, and to collaborate on their product.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will use googledocs to collaborate on a newspaper. They will work together to plan their topics and the layout of the newspaper.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating

contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students will take the basis of what they learned to do in class, synthesize and present information, and use it to create a larger product.